

External Review Team Process

Office of Federal and State Accountability Division of Accountability



FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: Bennettsville Middle

District: Marlboro County

Principal: Mrs. Diane Grant

Superintendent: Alisa Goodman

FOCUSED SCHOOL RENEWAL PLAN (FSRP)

2008–09 School Year of Implementation

Rationale

Bennettsville Middle School is a rural middle school located in Marlboro County and the Pee Dee region of South Carolina. The school serves grades 6-8 with a student enrollment of approximately 437 students. It is one of four middle schools in the Marlboro County School District. Of the 437 students enrolled at Bennettsville Middle approximately 142 are 6th graders; 139 are 7th graders; and 156 are 8th graders. Approximately 82% of the students are African American; 15% are Caucasians, 2% Native Americans, and 1% Hispanic. The current student attendance rate is approximately 96%.

Bennettsville Middle School has 29 certified/highly qualified teachers, 1 long term substitute teacher, 4 teachers in an alternative teacher certification program, 3 TAP Master Teachers, 2 TAP Mentor Teachers, 1 part-time math facilitator; 3 administrators; and 9 paraprofessionals, 11 employees are new to the district. 26 teachers have a Bachelor degree; 14 have a Master's degree; 1 has a Master's plus thirty hours; 1 has a Doctoral degree.

BMS Profile:

Student Profile:

- 13.6% of the students are enrolled in high school credit courses (grade 8.)
- 0.2% of the students are retained.
- 96.2% of the students attend school daily.
- 18.4% of the students are older than usual grade.
- 4.3% of the students are older than usual for grade.
- 0% of the students are out-of-school suspensions or expulsions for violent & or criminal offenses.

Teacher Profile:

- 40.0% of the teachers have advanced degrees.
- 46.7% of the teachers are continuing contract teachers
- 27.3% of the teachers have emergency or provisional certificates.
- 75.0% of the teachers are returning from the previous year.
- 92.8% of the teachers attend school daily.

School Profile:

- 2.0% are the years of the principal at school.
- 15.9% to 1 is the student-teacher ratio in core subjects.
- 86.0% is the prime instructional time.
- BMS is SACS accredited.

- 92.5 of the parents attend conferences.
- 90.0% of the students receive free or reduced lunch

Marlboro County has one of the highest unemployment rates in the state. For the past several years, the county has lost jobs through the closing of several major industries, including Delta Mills of Wallace, South Carolina. Our February 2007 unemployment rate was 12.9%, the third highest in the state, which was actually up from January 2007 rate of 12.6 % (Employment Security Commission, 2006). Twenty-two percent of the residents live below the poverty level, compared to 17.7% for the state of South Carolina. Of the children between the ages of 12 to 17, 29.5% live below the poverty level (South Carolina Community Profile 2006). Single Parents lead approximately 64.3% of the families.

The problem is BMS has received an Absolute Rating of Unsatisfactory on the School Report Card for the last three consecutive years. During those three years more that 50% of our students have scored Below Basic on PACT in ELA and approximately 48% have scored Below Basic on PACT in math.

According to the PACT 2007 data for ELA, 54.3% of students' performance levels were maintained, 18.7% of students' performance levels went up, and 27% of students' performance levels went down. For math, 52% of students' performance levels were maintained, 26.6% of students' performance levels went up, and 21.4% of performance levels went down. For science, 50.7% of students' performance levels were maintained, 36.6% of students' performance levels went up, and 12.7% of students' performance levels went down. For social studies, 40.4% of students' performance levels were maintained, 27.3% of students' performance levels went up, and 32.2% of students' performance levels went down. From the data the biggest decline was in ELA and the biggest gain was in science.

Spring 2008 MAP scores showed a projected net increase of 15.0% in reading and a projected net decrease of 1.1% in math for students moving up to the next performance level as compared to Spring 2007 PACT scores. The specific grade level net results for Spring 2008 MAP scores are as follows:

Grade	Reading	Math
6th	+ 12.9%	+14.8%
7th	+13.0%	+8.8%
8th	+18.8%	-24.8%

The Bennettsville Middle School Focused School Renewal Plan (FSRP) is designed to increase student achievement in all four content areas (ELA, Math, Science, Social Studies) in grades 6-8. Our goal is to earn at least a 2.6 Absolute Index Rating based on spring 2009 PACT data. Our FSRP goals are selected to help ensure that BMS meets this

desired Absolute Index Rating. We believe that if our school reaches the FSRP goals by March 1, 2009, then we will be well on our way to reaching at least 2.6 Absolute Index Rating based on student performance on the Spring 2009 PACT tests.

Much time has been committed to preparing this plan. Numerous meeting dates of planning and preparation have been committed to developing this submitted FSRP. The meeting groups include the administration, TAP Leadership Team, faculty members, and content area leaders. Ms. Bobbie Kelly has met with school administration and leadership team members on numerous occasions to assist us with this process.

Our school's FSRP is aligned with our district office's emphasis on increasing student achievement in reading and math across our county. District administration has had several meetings during the 2007-2008 school year with area principals to discuss adopting and implementing consistent and effective curricular and instructional programs in reading and math across the School District of Marlboro County. We believe the end result of all reading is comprehension. To be a highly skilled reader is the key to unlocking success in all academic disciplines. For example, a highly skilled reader will be more successful in social studies because students read to learn in this subject area. Also, math is the language of science. If a student has strong math skills, that child will likely do better in science because much of science involves calculating based on obtained data.

The rudiments of TAP include researched-based best instructional practices, strong collaboration, high standards for staff and students, rubric-based evaluations, and the focus is on student achievement. Weekly cluster meetings provide all faculty members with on-going professional development. Data is examined in these cluster meetings and used to make instructional decisions.

The PACT data since spring 2005 (see graphs) show a continuous trend of improvement in student achievement as indicated by the percentage of students scoring Below Basic in ELA and math. We believe that by meeting the goals outlined in this FSRP, our school will continue to make progress in these areas of academic achievement.

We used Spring 2008 MAP scores to develop our ELA goal (goal 1). Spring 2008 MAP scores project that 52.6% of 6th grade, 46.1% of 7th grade, and 46.6% of 8th grade students will score Below Basic in ELA on Spring 2008 PACT. Reaching our ELA goal as stated in this FSRP will significantly reduce the percentage of students scoring Below Basic in ELA on the Spring 2009 PACT.

We also used Spring 2008 MAP scores to develop our math goal (goal 2). Spring 2008 MAP scores project that 46.0% of 6th grade, 50.0% of 7th grade, and 70.1% of 8th grade students will score Below Basic in Math on Spring 2008 PACT. Reaching our math goal as stated in this FSRP will also significantly reduce the percentage of students scoring Below Basic in math on the Spring 2009 PACT.

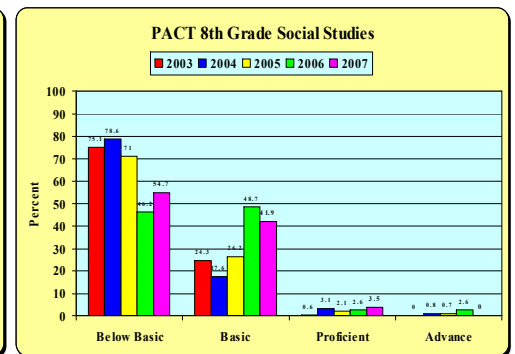
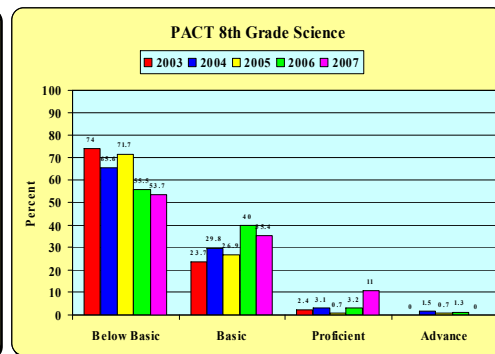
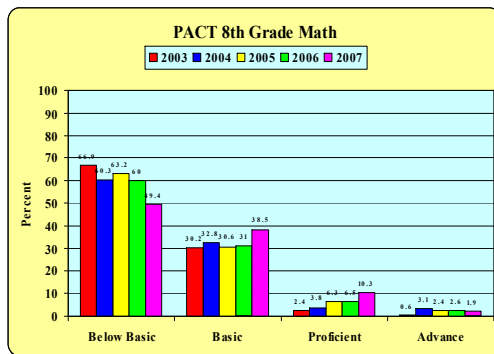
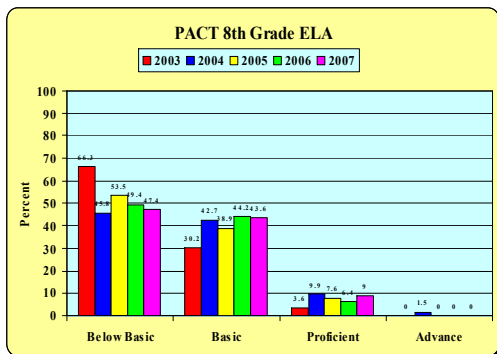
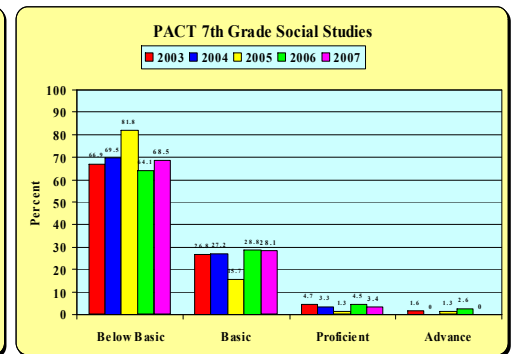
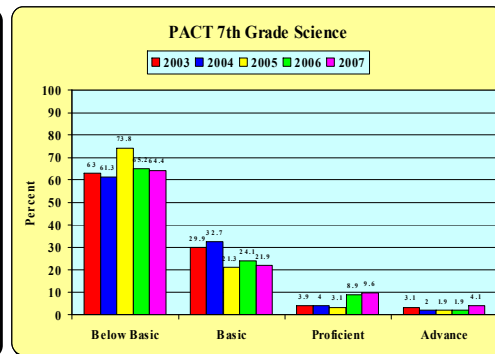
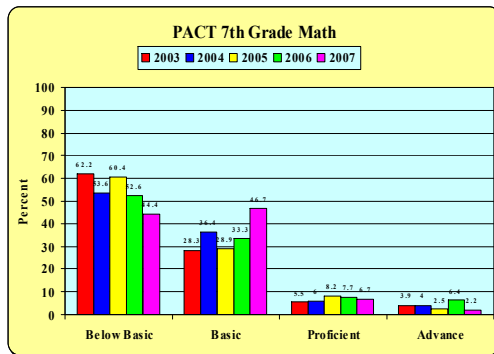
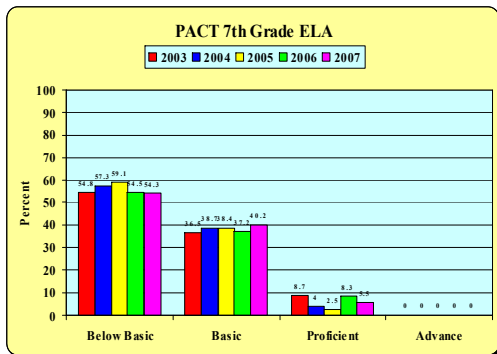
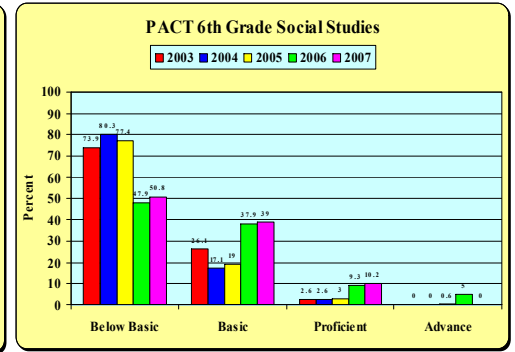
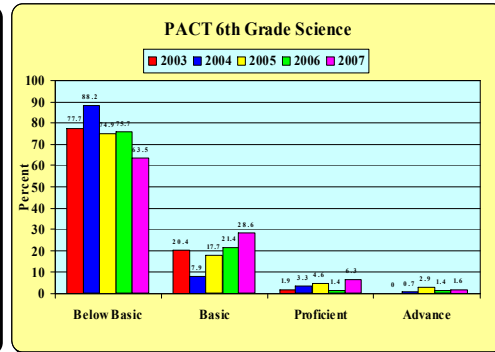
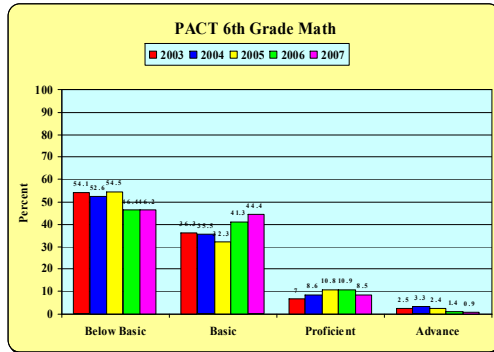
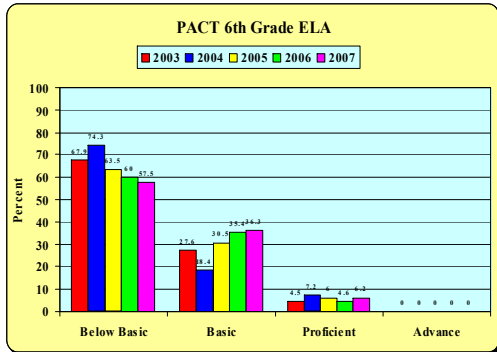
The reason we selected the science goal (goal 3) is because since Spring 2003, over half of our students in all three grade levels (6-8) have scored Below Basic in science on PACT. There was no benchmark average from three benchmarks above 40% for grades 6-8 students. Seventy-five percent of the teachers in science were new/moved school year 2008-2008.

The reason we selected the social studies goal (goal 4) is because since Spring 2003, over half of our students in all three grade levels (6-8) have scored Below Basic in social studies on PACT, with the exception of Spring 2006. There was no benchmark average from three benchmarks above 40% for grades 6-8 students. Fifty percent of the teachers in social studies were new/moved school year 2008-2008.

Bennettsville Middle School during did not meet its FSRP goals for the 2007-2008 school-year. However, all of the strategies were met. In order to meet expected progress for school-year 2008-2009, BMS will need to increase .3 of a point or improve the absolute rating at least one level. To increase the school's absolute rating by a net gain of .3, at least a 30% net gain of the legitimate testing population must move up at least one performance level. This is very challenging for Bennettsville Middle School because the school report card has never exceeded a rating above unsatisfactory.

Bennettsville Middle School's Rational for the changing the percent of students scoring 70 or higher on the Social Studies and Science Benchmark Tests:

In the original Focus School Renewal Plan, Bennettsville Middle School's leadership team stated that 70% of their students would score 70 or better on an average of two out of three Science and Social Studies benchmark tests. After carefully reviewing the 2007-2008 Flanagan Benchmark data, Bennettsville Middle School has determined that less than 20% of the students tested scored 70 or better on any of the tests. The school therefore feels a need to reduce the average number of students scoring 70 or better this year to 51%. Based on this finding we feel that this is a more realistic and attainable goal.



School Timeline

Develop a yearly timeline (July 2008 – May 2009) by month that includes the following information:

July

7/31 Tap Leadership (School Goal Setting)

August

8/1 Tap Leadership (School Goal Setting)

8/5 Instructional Flea Market (District Wide Professional Development)

8/6 Instructional Flea Market (District Wide Professional Development)

8/7 Instructional Flea Market (District Wide Professional Development)

8/12 Opening Session: Data Analysis: Disaggregation and ongoing utilization of data to guide instruction

8/13 District Wide Opening Session

8/14 PBIS Staff Orientation

8/15 Open House

8/25 Monitoring and Evaluation of FSRP (Faculty Meeting)

8/26 PBIS Parent Night Orientation

8/27 Department Meetings

September

9/2 TAP Leadership

9/3 Monitoring and Evaluation of FSRP (Leadership Team with ERT Liaison)

9/4 Monitoring and Evaluation of FSRP (Leadership Team)

9/4 Cluster Meetings

9/5 Project Real Begins

9/8 Map Testing Begins

9/8 SIF Differentiated Instruction

9/8 Faculty Meeting

9/9 TAP Leadership

9/9 Monitoring and Evaluation of FSRP (Leadership Team with ERT Liaison)

9/10 SCRI Leadership Meeting

9/10 6+1 Professional Book Study

9/11 Cluster Meetings

9/15 Grade Level Meetings Data Analysis: Disaggregation and ongoing utilization of data to guide instruction

9/15 Monitoring and Evaluation of FSRP (Leadership Team with ERT Liaison)

9/15 ERT Liaison meets with Social Studies teachers

9/15 Department Meetings

9/16 TAP Leadership

9/16 E-chalk training

9/17 6+1 Professional Book Study

9/18 Parent Teacher Conferences

9/19 Parent Teacher Conferences

9/22 Math Facilitator Professional Development

9/22 Grade Level Meetings

9/23 TAP Leadership

9/23 PBIS Leadership Team Meeting

9/24 6+1 Professional Book Study (SCRI SDE Ginger Manning)

9/25 Cluster Meetings

9/29 MAP data analysis workshop

9/29 Grade Level Meetings

9/30 TAP Leadership

October

10/1 6+1 Professional Book Study

10/2 Cluster Meetings

10/2 SCRI Training in Columbia

10/3 Benchmark I Work Day

10/6 School Leadership Team

10/6 General Curriculum Meeting

10/6 Grade Level meetings

10/7 TAP Leadership

10/8 6+1 Professional Book Study

10/8 Writing Benchmark

10/9 Cluster Meetings

10/10 MAP testing window closes

10/13 SIF Cooperative Learning

10/13 Grade Level Meetings

10/13 Curriculum Meetings by Grade levels

10 /14 TAP Leadership

10/15 6+1 Professional Book Study

10/15 ELA and Social Studies Benchmark

10/16 Math and Science Benchmark

10/16 Cluster Meetings

10/20 Grade Level Meetings Data Analysis: Disaggregation and ongoing utilization of data to guidance instruction

10/20 Department Meetings

10/21 TAP Leadership

10/21 Tech Tuesday (Accelerated Reader)

10/22 6+1 Professional Book Study

10/23 Cluster Meetings

10/27 Grade Level Meetings

10/27 Math Facilitator Professional Development

10/28 TAP Leadership

10/28 PBIS Leadership Meetings

10/29 6+1 Professional Book Study

10/30 Cluster Meetings

November

11/3 Grade Level Meetings

11/3 School leadership meeting

11/5 6+1 Professional Book Study

11/6 Cluster Meetings

11/10 SIF UBD

11/10 Faculty Meeting

11/11 TAP Leadership

11/11 SCRI Leadership Team

11/12 6+1 Professional Book Study

11/12 Professional Book Study

11/13 Cluster Meetings

11/17 Grade Level Meetings Data Analysis: Disaggregation and ongoing utilization of data to guidance instruction

11/17 Department Meetings
11/18 TAP Leadership
11/18 Tech Tuesday
11/20 Cluster Meetings
11/20 Teens Read Café
11/24 Grade Level Meetings
11/24 Math Facilitator Professional Development
11/25 TAP Leadership
11/25 PBIS Leadership

December

12/1 Grade Level Meetings
12/1 School Leadership Team Meeting
12/2 SCRI Leadership meeting
12/2 TAP Leadership
12/3 6+1 Professional Book Study
12/4 Cluster Meeting
12/8 Faculty Meeting
12/8 SIF Differentiated Instruction
12/9 TAP Leadership
12/10 Writing Benchmark
12/11 Cluster Meeting
12/12 Benchmark II Work Day
12/15 Department Meetings

January

1/5 School Leadership Meeting
1/6 SCRI Leadership Team
1/6 TAP Leadership
1/7 Benchmark Testing ELA and Social studies
1/7 6+1 Professional Book Study
1/8 Benchmark Testing Science and Math
1/8 Cluster Meetings
1/12 SIF Cooperative Learning
1/12 Faculty Meeting
1/13 TAP Leadership
1/14 Teens Read Café
1/14 6+1 Professional Book Study
1/15 Cluster Meetings
1/20 Tech. Tuesday
1/20 TAP Leadership
1/21 6+1 Professional Book Study
1/22 Cluster Meetings
1/26 Math Facilitator Professional Development
1/26 Grade Level Meetings Data Analysis: Disaggregation and ongoing utilization of data to guidance instruction
1/26 Department Meetings
1/27 TAP Leadership
1/27 PBIS Leadership
1/28 6+1 Professional Book Study
1/29 Cluster Meetings

February

2/2 Grade Level Meetings
2/2 School Leadership Team Meeting
2/2 MAP Testing Begins
2/3 SCRI Leadership
2/3 TAP Leadership
2/4 6+1 Professional Book Study
2/5 Cluster Meetings
2/9 SIF UBD
2/9 Faculty Meeting
2/10 TAP Leadership
2/11 6+1 Professional Book Study
2/11 Science Fair
2/12 Cluster meetings
2/12 Science Fair
2/13 District Professional Development
2/13 Science Fair
2/16 Grade Level Meetings Data Analysis: Disaggregation and ongoing utilization of data to guidance instruction
2/16 Department Meetings
2/17 TAP Leadership
2/17 Tech Tuesday (Accelerated Reader)
2/18 6+1 Professional Book Study
2/19 Cluster Meetings
2/20 Teens Read Café
2/20 Benchmark III Work Day
2/23 PBIS Leadership Meeting
2/23 Grade Level Meetings
2/23 Math Facilitator Professional Development
2/24 PBIS Leadership Meeting
2/24 TAP Leadership
2/25 6+1 Professional Book Study
2/26 Cluster

March

3/2 Grade Level Meetings
3/2 School Leadership Team Meeting
3/3 SCRI Leadership
3/3 TAP Leadership
3/3 Writing Benchmark
3/4 Benchmark ELA/Social Studies
3/4 6+1 Professional Book Study
3/5 Benchmark Science/Math
3/5 Cluster Meetings
3/5 MAP Testing Window Closes
3/6 Local Professional Development in all content areas
3/9 SIF UBD
3/9 Faculty Meeting
3/10 TAP Leadership
3/11 6+1 Professional Book Study

3/12 Cluster meetings
3/13 District Professional Development
3/16 Grade Level Meetings Data Analysis: Disaggregation and ongoing utilization of data to guidance instruction
3/16 Department Meetings
3/16 SCRI Training in Columbia
3/17 TAP Leadership
3/17 Tech Tuesday
3/18 6+1 Professional Book Study
3/19 Cluster Meetings
3/20 Teens Read Café
3/23 PBIS Leadership Meeting
3/23 Grade Level Meetings
3/23 Math Facilitator Professional Development
3/24 PBIS Leadership Meeting
3/24 TAP Leadership
3/25 6+1 Professional Book Study
3/26 Cluster
3/31 TAP Leadership Team Meeting

April

4/1 6+1 Professional Book Study
4/2 Cluster
4/6 SIF Cooperative Learning
4/6 Faculty Meeting
4/7 TAP Leadership
4/7 SCRI Leadership Meeting
4/8 6+1 Professional Book Study
4/9 Cluster
4/20 Grade Level Team Meetings Data Analysis: Disaggregation and ongoing utilization of data to guidance instruction
4/20 Departmental Meetings
4/21 Tech Tuesday
4/21 TAP Leadership
4/22 6+1 Professional Book Study
4/23 Cluster
4/27 Grade Level Team Meetings
4/27 Math Facilitator Professional Development
4/27 Faculty Meeting
4/28 TAP Leadership
4/28 PBIS Leadership Meeting
4/29 6+1 Professional Book Study
4/30 Cluster

May

5/1 Teens Read Café
5/4 Counselor Meeting for PACT Training
5/4 Grade Level Meetings
5/5 SCRI Leadership
5/5 TAP Leadership
5/6 6+1 Professional Book Study
5/11 Grade Level Meetings

5/12 TAP Leadership
5/18 Grade Level Meetings
5/19 TAP Leadership
5/25 PBIS Leadership
5/26 TAP Leadership

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 1A: By April 1, 2009, BMS will achieve a 20% net increase in performance levels in Reading from Fall 2008 to Spring 2009 as determined by the NWEA's MAP/PACT alignment charts for grades 6-8.

Focused Goal 1B: By April 1, 2009, using Six + 1 Traits of Writing Rubric, 70% of the students will score an average of 18 out of 30 points from three benchmark writing prompt assessments in grades 6-8.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
TAP master teachers will provide professional development on the TAP instruction rubric, Designing and Planning (lesson plans) and the Learning Environment Rubric so that teachers can effectively implement the reading strategies.	TAP master teachers/Mahilda Douglas, Sarah Woods, Von-Senia Tart, & Asst. Principal/Eddie Whack	8/28/2008	In order to have teachers use the same instructional strategies to enhance student achievement, a lesson plan rubric was designed. The lesson plan format includes researched-based instructional strategies. Documentation will include: <ul style="list-style-type: none"> • Lesson plan evaluations • Walk through observations • Feedback sheet Persons responsible: TAP master teachers/Mahilda Douglas, Sarah Woods, Von-Senia Tart, & Asst. Principal/Eddie Whack
TAP master and mentor teachers meet weekly to collaborate with teachers and provide professional development to implement reading strategies that focuses on vocabulary, main ideas, and making inferences.	TAP master teachers/Mahilda Douglas, Sarah Woods, Von-Senia Tart TAP mentor teachers/ Miranda Griggs, Rona Cue, Asst. Principal/Eddie Whack	8/28/2008	Through the implementation of research based reading strategies, student achievement will improve. Documentation will reflect the implementation and mastery of reading strategies and will include : <ul style="list-style-type: none"> ○ TAP Pre and Post assessment data ○ Data collected from walk through observations ○ Sign-In Sheets Cluster Meeting Records ○ Teachers' Individual Professional Development Logs (Classroom Teachers) Persons responsible for documentation:

			Mahilda Douglas/Von-Senia Tart/ Sarah Woods
TAP master and mentor teachers will provide immediate follow-up in the form of modeling, team teaching, and/or observation of designated reading strategies.	TAP master teachers/Mahilda Douglas, Sarah Woods, Von-Senia Tart TAP mentor teachers/ Miranda Griggs, Rona Cue,	8/28/2008	Weekly follow-up of reading strategies will be provided through modeling, team teaching, and observations in order to enhance student achievement. Documentation will reflect the implementation and mastery of reading strategies and will include : <ul style="list-style-type: none"> • Data collected from walk through observations • TAP Logs (CODE) Persons responsible for documentation: (Mahilda Douglas/ Von-Senia Tart/ Sarah Woods)
The TAP Leadership Team meets weekly to collaborate on the school plans, cluster meetings, development of reading strategies, teacher observations, data analysis, and goals.	Principal/Diane Grant	8/28/2008	Weekly meetings to collaborate on the school plans, cluster meetings, development of reading strategies, teacher observations, data analysis, and goals will provide the Tap Leadership Team an opportunity to determine the effectiveness of the reading strategies being implemented. Effective reading strategies will help to ensure student achievement. Documentation will reflect the leadership Teams weekly meetings: <ul style="list-style-type: none"> • TAP Leadership Log: (Eddie Whack) • Sign-in sheet: (Mahilda Douglas)
Curriculum coordinator/Media Specialists and SCRI Literacy Coach will model Six + 1 Writing Traits and America's Choice writing strategies on a weekly basis.	SCRI Literacy Coach/ Juanita Harrington Media Specialist/Gretchen Carlson	8/28/2008	According to research, students that are good writers also become good readers. Therefore, the school will provide teachers with training in writing. Documentation will include: Weekly lesson plans and student work samples will be provided. (Julia Cain, Gretchen Carlson, Juanita Harrington) <ul style="list-style-type: none"> • Writing Benchmark results (Tawanda Harrington) • Nine Week Reports (June Bullion) • Writing Contest Results (Tawanda Harrington)
Provide student incentives for academic achievement and good behavior.	Guidance Counselor/June Bullion, Grade Level Chairs/, Media Specialist/Gretchen Carlson, SCRI Literacy	8/14/2008	Research shows that strong rewards program support from school personnel raises average annual student reading gains to five percentile points. Continuous or near-continuous reinforcement of student conduct

	Coach/Juanita Harrington, ELA Dept. Chair/Tawanda Harrington		<p>improves annual student reading a full six percentile points. Incentives will be used to help support academic achievement.</p> <p>Documentation will include:</p> <ul style="list-style-type: none"> • Festival (Gretchen Carlson) • Report Cards (June Bullion) • Discipline Reports (Robin Grooms) • MAP Data Reports (Lawrence Dease) • Cook Out all students who move up at least one level on PACT-MAP alignment chart (Lawrence Dease/Janette Williams)
All students will be provided with motivational independent reading and teacher conferencing through the use of Accelerated Reader.	Media Specialist/Gretchen Carlson	8/14/2008	<p>The <i>Accelerated Reader</i> program is a guided reading intervention in which teachers are closely involved with student reading of independent text. Independent reading has been determined to improve student achievement. Teachers will be provided training on Accelerated Reading. Monitoring of the program will be used to ensure implementation.</p> <p>Documentation will include:</p> <ul style="list-style-type: none"> • Accelerated Reading Reports (Gretchen Carlson) • STAR Reading results (Gretchen Carlson) • Teens Read Café (Gretchen Carlson) • Story Telling Festival (Gretchen Carlson) • Sign-in sheets/Agenda (Gretchen Carlson) <p>Person responsible: Gretchen Carlson</p>
All ELA teachers will participate in content area professional development.	Principal/Diane Grant, SCRI Literacy Coach/Juanita Harrington, Media Specialist/Gretchen Carlson	8/14/2008	<p>Understanding how students learn, and practicing effective teaching methods translate into greater student achievement. Professional development will be provided in the following:</p> <ul style="list-style-type: none"> • SCRI Six + 1 Writing Traits • Accelerated Reading training will be provided twice in the 08-09 school year for all ELA teachers. • The SCRI Literacy Coach will coach and plan with ELA teachers modeling standards-based lessons for ELA instruction in the classroom; conducts bi-monthly professional book studies, • The SCRI Literacy Coach will lead a

			<p>professional Learning group using Six +1 writing strategies for all ELA teachers.</p> <ul style="list-style-type: none"> • Implement Bloom's Revised Taxonomy to ensure rigor in the teaching standards. • Daily writing in all ELA classes. • Miranda Griggs will train ELA teachers of students that scored Below Basic in Reading in Corrective Reading. These teachers will provide instruction to the students four days (Monday through Thursday) a week. (Miranda Griggs). <p>Documentation will include:</p> <ul style="list-style-type: none"> • BMS Implementation of Professional Development Strategies Form (Diane Grant) • MAP scores; observations with immediate feedback (Diane Grant, Eddie Whack) • Lesson plans reflecting rigor, standards, appropriate assessments, and continuity (Mahilda Douglas, Sarah Woods, Von-Senia, Tart) • Sign in sheets; Agendas; Sample teacher class reports for Accelerated Reading training (Gretchen Carlson). • Classroom observations (Juanita Harrington) • Completion of student assessment data sheet (Mahilda Douglas, Miranda Griggs, Rona Cue) • Flanagan based benchmark tests aligned to Anderson 5 pacing guide (Tawanda Harrington)
Implementation of key classroom strategies to help teachers identify appropriate standards to "spotlight and ensure rigor based on revised Bloom's Taxonomy".	Master teacher/Mahilda Douglas, Mentor teacher/Miranda Griggs & Rona Cue, SCRI Literacy Coach/Juanita Harrington	8/14/2008	<p>Helping teachers identify appropriate standards to "spotlight and ensure rigor based on revised Bloom's Taxonomy" improve student achievement.</p> <ul style="list-style-type: none"> • Flanagan Benchmark Analysis • Cluster Meeting Record • Professional Development Teacher Logs <p>Persons responsible: Master teachers/Mahilda Douglas, Von-Senia Tart, and Sarah Woods, Literacy Coach/Juanita Harrington, Julia Cain/Curriculum Facilitator and Tawanda Harrington/Department Chairperson</p>

Teachers will analyze student data and use it to support instruction.	Master teacher/Mahilda Douglas, Mentor teacher/Miranda Griggs & Rona Cue, SCRI Literacy Coach/Juanita Harrington	8/14/2008	<p>Teachers will analyze and use student data to drive instruction in to promote academic achievement.</p> <p>Documentation will include:</p> <ul style="list-style-type: none"> • All teachers will participate in training on analyzing student assessment data including MAP data. (Mrs. Grant/principal, Mrs. Cain/Curriculum, Mr. Dease/Technology Coach) • STAR Reading Test (Gretchen Carlson) • MAP Tests (Lawrence Dease) • Flanagan Benchmark analysis • Cluster Meeting agenda • Teacher Logs <p>Persons Responsible: Master teachers/Mahilda Douglas, Von-Senia Tart, Sarah Woods, Curriculum Facilitator, Julia Cain</p>
Use assessments to guide and differentiate instruction.	Master teacher/Mahilda Douglas, Von-Senia Tart, Sarah Woods, SCRI Literacy Coach/Juanita Harrington	8/14/2008	<p>Flexible grouping based on student needs will be used to help improve academic achievement.</p> <p>Documentation will include the following:</p> <ul style="list-style-type: none"> • STAR Reading Test (Gretchen Carlson) • MAP Tests (Lawrence Dease) • Flanagan Benchmark analysis • Cluster Meeting agenda • Teacher Logs <p>Persons Responsible: Master teachers/Mahilda Douglas, Von-Senia Tart, Sarah Woods, Curriculum Facilitator, Julia Cain</p>

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 2: By April 1, 2009, BMS will achieve a 20% net increase in performance levels in math from Fall 2008 to Spring 2009 as determined by the NWEA's MAP/PACT alignment charts for grades 6-8.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Analyze MAP test data for math to assess students' strengths and weaknesses in order to plan classroom instruction and implement differentiated instruction and small group activities.	Principal/Diane Grant and Curriculum Facilitator Julia Cain	8/14/2008	Data analysis meetings will start the process of providing math teachers with a better understanding of the performance levels of their students in order to enhance student achievement. This will also provide teachers direction for meeting the individual needs of the students. Teachers will be observed and given feedback on differentiated instructional practices and small group activities as written in their standards based lesson plans. Documentation will include: <ul style="list-style-type: none"> Analyzed test data for each from each teacher Standards-based lesson plans Assigned classroom groups based on the data Classroom observation logs Teachers' sign in sheets for the meeting TAP Leadership Log (Eddie Whack) Persons responsible for documentation: Brenda Dixon/Math Facilitator, Julia Cain/Curriculum Facilitator and Lawrence Dease/Technology Coach
Provide differentiated instruction and Understanding by Design (UBD) workshops to support teachers in meeting the individual needs of their students.	Principal/Diane Grant and Curriculum Facilitator Julia Cain	9/8/2008	Math teachers will receive professional development preparation to help them implement Differentiated Instruction and UBD instructional practices. Teachers will work on math units to support the curricula needs in order to meet the individual needs of the students. <p>Documentation will include:</p> <ul style="list-style-type: none"> Classroom observations with immediate follow up for differentiated instruction and

			UBD practices <ul style="list-style-type: none"> • Math unit/teacher lesson plans • Workshop sign-in sheet Julia Cain will be responsible for the documentation.
Employ a part time math facilitator to provide math teachers with professional development and assistance in teaching math strategies, coaching math teachers, team/teaching/modeling as needed and observing implementation of the Anderson V Curriculum.	Principal/Diane Grant	8/14/2008	Provide professional development training sessions on math strategies monthly to enhance classroom instruction, which will increase student achievement. Team teaching model will be used to assist teachers who demonstrate problems helping students to achieve their academic goals. Coaching will be done with math teachers weekly to ensure that students receive proper instruction. Professional development <ul style="list-style-type: none"> • Using National Council of Teachers of Mathematics Navigation Series • Continued implementation of Anderson 5 Curriculum • Implement Bloom's revised Taxonomy to ensure rigor in teaching the standards. • Training on analyzing student assessment data including MAP data • Training on active student engagement • Accelerated Math Training • Compass Learning Documentation of monthly training sessions will include sign-in sheets, agendas, and observation sheets that support implementation. Documentation for coaching, team teaching, modeling and classroom observations will include on a daily log sheet.
Provide student incentives for academic achievement and good behavior.	Guidance Counselor/June Bullion, Grade Level Chairs, Curriculum Coordinator/Julia Cain	8/14/2008	Research shows that strong rewards program support from school personnel raises average annual student reading gains to five percentile points. Continuous or near-continuous reinforcement of student conduct improves annual student reading a full six percentile points. Documentation will include: <ul style="list-style-type: none"> • Report Cards (June Bullion) • Discipline Reports (Robin Grooms) • MAP Data Reports (Lawrence Dease) • Star Math Data (Lawrence Dease)

			<ul style="list-style-type: none"> • Cook Out for all students who move up at least one level on PACT-MAP alignment chart (Lawrence Dease/Janette Williams).
All Math teachers will participate in content area professional development.	Diane Grant/principal/Julia Cain/Curriculum Facilitator, Math Facilitator/Brenda Dixon	8/14/2008	<p>To provide training for teachers in the implementation and Mathematics strategies that will improve instruction that will enhance academic achievement.</p> <p>Documentation will include:</p> <ul style="list-style-type: none"> • Agendas • Sign-in Sheets • Workshop Presentation Materials <p>Person Responsible for documentation Brenda Dixon.</p>
Implementation of Key Classroom Strategies that will help teachers identify appropriate standards to "spotlight" and ensure rigorous based on Bloom's Revised Taxonomy; use assessments to guide and differentiate instruction; and analyze student data and use it to support instruction.	Mrs. Grant/principal, Julia Cain/Curriculum Facilitator, Math Facilitator/Brenda Dixon	8/14/2008	<p>Helping teachers identify appropriate standards to "spotlight and ensure rigor based on revised Bloom's Taxonomy" improve student achievement.</p> <ul style="list-style-type: none"> • Flanagan Benchmark analysis • Cluster Meeting agenda • Teacher Logs • STAR Math Test Data • MAP Tests Data • TOPS Report • Use Compass Learning <p>Persons responsible: Master teachers/Mahilda Douglas, Von-Senia Tart, and Sarah Woods, Julia Cain/Curriculum Facilitator, Lawrence Dease and Lakisha Genwright/Department Chairperson, Brenda Dixon, Math Facilitator</p>
Use MAP RIT Bands and Compass Learning to increase student achievement.	Math Facilitator/Brenda Dixon	8/14/2008	<p>Flexible grouping based on student needs will be used to help improve academic achievement.</p> <p>Document will include the following:</p> <ul style="list-style-type: none"> • STAR Math Test Data(Lawrence Dease/ Brenda Dixon) • MAP Tests Data (Lawrence Dease) • Flanagan Benchmark analysis • TOPS Report <p>Persons Responsible: Brenda Dixon/math facilitator; Lawrence Dease/Technology Coordinator. Curriculum Facilitator/Julia Cain</p>

TAP master and mentor teachers meet weekly (60 minutes) to provide professional development targeting best practice.	Principal/Diane Grant	8/28/2008	<p>In order to have teachers use the same instructional strategies to enhance student achievement, an instructional rubric based on best practices has been designed. Teachers are provided training on this rubric each week. The rubric is based on scientific research.</p> <p>Documentation will include:</p> <ul style="list-style-type: none"> • Lesson plan evaluations • Walk through observations • Sign-in sheets • Follow-up Sheets <p>Persons responsible: TAP master teachers/Mahilda Douglas, Sarah Woods, Von Senia Tart, mentor teachers/Rona Cue & Miranda Griggs & Asst. Principal/Eddie Whack</p>
Following the cluster meetings the TAP master and mentor teachers provide immediate follow-up in the form of modeling, team teaching, or observation based on the needs of individual teachers.	Principal/Diane Grant	8/28/2008	<p>Through the implementation of best practice strategies that help increase students academic achievement, teachers will be provided techniques to enhance vocabulary building; promote students use of inferences and; support students in determining the main idea found in math text.</p> <p>Documentation will reflect the implementation and mastery of these strategies and will include :</p> <ul style="list-style-type: none"> • TAP Pre and Post assessment data • Data collected from walk through observations • Sign-In Sheets Cluster Meeting Records • Teachers' Individual Professional Development Logs (Classroom Teachers) • Following the cluster meetings, the TAP master and mentor teachers provide immediate follow-up in the form of modeling, team teaching, or observation based on the needs of individual teachers. <p>Persons responsible for documentation: Mahilda Douglas/Von-Senia Tart/ Sarah Woods</p>
The TAP Leadership Team meets weekly to collaborate on the school plans, cluster meetings, teacher observations, data analysis, and goals.	Principal/Diane Grant	8/28/2008	<p>Weekly meetings to collaborate on the school plans, cluster meetings, development of reading strategies, teacher observations, data analysis, and goals will provide the Tap Leadership Team an opportunity to determine the effectiveness of the reading strategies being implemented. Effective reading strategies will help to ensure student</p>

			<p>achievement.</p> <p>Documentation will reflect the leadership Teams weekly meetings:</p> <ul style="list-style-type: none">• TAP Leadership Log: (Eddie Whack)• Sign-in sheet: (Mahilda Douglas)
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**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 3: By April 1, 2009 at least 51% of the students in science will achieve an average score of 70% on Benchmarks I, II, and III for grades 6-8.

Note: All Benchmarks will be made from items taken from the Anderson Five Curriculum and Flanagan Assessment Item Bank. Anderson Five Curriculum assessment items and Flanagan assessment items are correlated to South Carolina Science Standards for grades 6-8.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
TAP master and mentor teachers meet weekly to collaborate with teachers about reading strategies in science that focuses on vocabulary, main ideas, and making inferences.	Mrs. Grant/principal, TAP Master Teachers/ Von Senia Tart, Sarah Woods, & Mahilda Douglas, & Mentor Teachers/Rona Cue & Miranda Griggs	8/14/2008	In order to have teachers use the same instructional reading strategies to enhance student achievement, an instructional rubric based on best practices has been designed. Teachers are provided training on this rubric each week. The rubric is based on scientific research. Documentation will include: <ul style="list-style-type: none"> • Lesson plan evaluations • Walk through observations • Feedback sheet Persons responsible: TAP master teachers/Mahilda Douglas, Sarah Woods, Von Senia Tart, & Asst. Principal/Eddie Whack
Following the cluster meetings, the TAP master and mentor teachers provide immediate follow-up in the form of modeling, team teaching, and/or observation of designated science reading strategies.	Mrs. Grant/principal Master Teachers/Von-Senia Tart, Mahilda Douglas, & Sarah Woods	8/14/2008	Following the cluster meetings, the TAP master and mentor teachers will provide immediate follow-ups in the form of modeling, team teaching, and/or observation based on the needs of individual teachers to make certain to make sure that science reading strategies are being implemented to improve student achievement. Persons responsible for documentation: Mahilda Douglas/Von-Senia Tart/ Sarah Woods
TAP Leadership Team meets weekly to collaborate on the school's plan, cluster meetings, teacher observations, data analysis, and goals.	Mrs. Grant/principal	8/14/2008	Weekly meetings to collaborate on the school plans, cluster meetings, development of reading strategies, teacher observations, data analysis, and goals will provide the Tap Leadership Team an opportunity to determine the effectiveness of the reading strategies being implemented. Effective reading strategies will help to ensure student achievement.

			<p>Documentation will reflect the leadership Teams weekly meetings:</p> <ul style="list-style-type: none"> • TAP Leadership Log: Eddie Whack • Sign in sheet: Mahilda Douglas
Teachers will receive professional development on standards-based, research driven, hands-on and minds-on student centered science activities.	TAP Master Teacher/ (Von Senia Tart, Sarah Woods)	8/14/2008	<p>To provide professional development training on the science kits in order to improve academic student achievement.</p> <p>Documentation will include:</p> <ul style="list-style-type: none"> • Sign-in Sheets (Von-Senia Tart) • Agendas (Von-Senia Tart)
Provided student incentives for academic achievement and good behavior in science classrooms.	Guidance Counselor/June Bullion, Dept. Chair/Phyllis Dease, TAP Master Teacher/Von Senia Tart	8/14/2008	<p>Research shows that strong rewards program support from school personnel raises average annual student reading gains to five percentile points. Continuous or near-continuous reinforcement of student conduct improves annual student reading a full six percentile points.</p> <p>Documentation will include:</p> <ul style="list-style-type: none"> • Standards-Based End of the Unit Science Assessment results (Phyllis Dease/Von Senia Tart/Sarah Woods) • Nine Week Report Cards (June Bullion) • Discipline Reports (Robin Grooms) • Day Trip for all students who scores 70% on an average of two out of three benchmarks. (Lawrence Dease/Janette Williams)
Implement five minutes warm-ups (Science Buffet & Science Appetite).	TAP Master Teacher/Von Senia Tart	8/14/2008	<p>Sponge activities will be used each day by science teachers to enhance academic achievement. Documentation will include:</p> <ul style="list-style-type: none"> • Teacher lesson plans (TAP Master Teachers) • Teacher walk " throughs" (Administrators and Master Teachers)
All Science teachers will participate in content area professional development on writing Standards-based End of the Unit Assessment, writing standards-based lesson plans, and analyzing student assessment data.	Science Career Teachers, TAP Master and Mentor Teachers/Von Senia Tart/Sarah Woods/Rona Cue	9/4/2008	<p>In order for teachers to be successful in improving student achievement, it is vital that they begin with a good plan in mind. Training on writing Standards-based End of the Unit Assessments.</p> <p>Documentation will include:</p> <ul style="list-style-type: none"> • Walk through observations, • Standards-based lesson plans reflecting student engagement, warm-up, differentiated instruction, grouping, direct instruction, independent practice, guided practice, objectives aligned to standards, and appropriate

			<p>assessments (Von-Senia Tart, Mahilda Douglas, Sarah Woods)</p> <ul style="list-style-type: none"> • Written responses to teachers (checklist) on the lesson plan, • One-on-one discussion of lesson plan (Rona Cue/Sarah Woods/Von Senia Tart) • Continued Implementation of Anderson Five Curriculum (Von Senia Tart/ Julia Cain) • Implementing Bloom's Revised Taxonomy to ensure rigor in teaching the standards.(Master and Mentoring Teachers) • Training on analyzing student assessment data. (Julia Cain, curriculum Facilitator)
Implementation of Bloom's Revised Taxonomy to ensure rigor in teaching the standards.	Science Career Teachers, TAP Master and Mentor Teachers/Von Senia Tart/Sarah Woods/Rona Cue	9/4/2008	<p>In order to enhance classroom rigor, teachers will be encourage to implement Blooms Taxonomy. Documentation will include the following:</p> <ul style="list-style-type: none"> • Completion of student assessment result data sheets (Phyllis Dease and Von-Senia Tart) • Assessments and Benchmarks aligned to Flanagan and Anderson 5 pacing guides (Phyllis Dease and Von-Senia Tart) • Lesson Plans will be reviewed weekly for rigor and subject-specific standard-based instructional strategies to implement in the classroom and immediate feedback will be given. (Von-Senia Tart, Sarah Woods, and Mahilda Douglas) <ul style="list-style-type: none"> ◦ Helping teachers identify appropriate standards to "spotlight" and ensure rigor based on Bloom's Revised Taxonomy. ◦ Using assessment to guide and differentiate instruction. ◦ Administering weekly assessment <p>Teachers will analyze student data and use it to support instruction.</p>
Continued implementation of Anderson Five Curriculum.	Science Career Teachers, TAP Master and Mentor Teachers/Von Senia Tart/Sarah Woods/Rona Cue	9/4/2008	<p>Anderson V Curriculum will be used to enhance student achievement. Documentation will include the following:</p> <ul style="list-style-type: none"> • Lesson Plans (Science Career Teachers, TAP Master and Mentor Teachers/Von Senia Tart/Sarah Woods/Rona Cue) • Anderson V walk-through sheets (Administrators)
Implementation of Key Classroom Strategies that will help teachers identify appropriate standards to "spotlight" and ensure rigorous	Diane Grant/principal, Depart.	8/14/2008	<p>Key classroom strategies, assessment and data will be used to drive instruction and improve student achievement.</p>

<p>based on Bloom's Revised Taxonomy; use assessment to guide and differentiate instruction; and analyze student data and use it to support instruction.</p>	<p>Chair/Phyllis Dease and Master Teacher/Von Senia Tart</p>		<p>Documentation will include the following:</p> <ul style="list-style-type: none"> • Completion of student assessment result data sheets (Phyllis Dease and Von-Senia Tart) • Assessments and Benchmarks aligned to Flanagan and Anderson 5 pacing guides (Phyllis Dease and Von-Senia Tart) • Lesson Plans will be reviewed weekly for rigor and subject-specific standard-based instructional strategies to implement in the classroom and immediate feedback will be given. (Von-Senia Tart, Sarah Woods, and Mahilda Douglas) • Implementation of Bloom's Revised Taxonomy (Von-Senia Tart, Sarah Woods, and Mahilda Douglas)
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**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 4: by April 1, 2009 at least 51% of the students in social studies will achieve an average score of 70% on Benchmarks I, II, and III for grades 6-8.

Note: All Benchmarks will be made from items taken from the Anderson Five Curriculum and Flanagan Assessment Item Bank. Anderson Five Curriculum assessment items and Flanagan assessment items are correlated to South Carolina Social Studies Standards for grades 6-8.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
TAP master and mentor teachers meet weekly (60 minutes) to provide professional development targeting instructional practices and strategies to enhance main idea concepts, inference skills, and vocabulary building in Social Studies.	TAP Master Teachers/ Sarah Woods/Von Senia Tart/Mahilda Douglas	10/9/2008	Through the implementation of best practice strategies that help increase students academic achievement, teachers will be provided techniques to enhance vocabulary building; promote students use of inferences and; support students in determining the main idea found in Social Studies text. Documentation will reflect the implementation and mastery of these strategies and will include : <ul style="list-style-type: none"> • TAP Pre and Post assessment data • Data collected from walk through observations • Sign-In Sheets Cluster Meeting Records • Teachers' Individual Professional Development Logs (Classroom Teachers)
Following the cluster meetings, the TAP master and mentor teachers provide immediate follow-up in the form of modeling, team teaching, and/or observation of designated science reading strategies.	TAP Master Teachers/ Sarah Woods/Von Senia Tart/Mahilda Douglas	10/9/2008	Following the cluster meetings, the TAP master and mentor teachers provide immediate follow-up in the form of modeling, team teaching, or observed based on the needs of individual teachers. Documentation will include: <ul style="list-style-type: none"> • Follow-up sheets (TAP Master Teachers/ Sarah Woods/Von Senia Tart/Mahilda Douglas)

			Persons responsible for documentation: Mahilda Douglas/Patricia Murray
Meet weekly with teachers to review content areas that are to be taught.	Principal/Diane Grant	9/12/2008	Analyzing the state standards and ensuring the pacing of the Anderson V Curriculum pacing guide in Social Studies is critical for improving student achievement. Documentation will include the following: <ul style="list-style-type: none"> Teacher lesson plans (Principal; Assistant Principal; Curriculum Facilitator)
Provide Differentiated Instruction, Cooperative Learning, and UBD workshops to support teachers in meeting the individual needs of their students.	Curriculum Coordinator/Julia Cain	8/14/2008	Social Studies teachers will receive professional development preparation to help them implement Differentiated Instruction and UBD instructional practices. Teachers will work on Social Studies units to support the curricula needs in order to meet the individual needs of the students. Documentation Process: <ul style="list-style-type: none"> Classroom observations with immediate follow up for differentiated instruction and UBD practices Social Studies unit/teacher lesson plans Workshop sign in sheet Julia Cain will be responsible for the documentation.
Increase continuity in Social Studies by providing daily instruction (Last school year social studies instruction was provided every other day.).	Principal/Diane Grant	8/14/2008	Providing continuity in daily instruction will improve student achievement. <p>Documentation will include:</p> <ul style="list-style-type: none"> Master Schedule (Mr. Jorgensen)
Provide professional development that will allow teachers to be able to use various technologies to actively engage students in content learning.	Principal/Diane Grant	8/14/2008	Providing professional development to increase the use of technology in the classroom will increase student achievement. <p>Documentation will include:</p> <ul style="list-style-type: none"> Agendas Sign-in Sheets <p>Person Responsible: Lawrence Dease/Technology Coach, Gretchen Carlson, Media Specialist</p>

Teachers will use various research or project activities to actively engage students and gauge student learning.	Career Teachers, Dept. Chair/Patricia Murray and Principal/Diane Grant	8/14/2008	<p>Research projects will be used to enhance student achievement.</p> <p>Documentation will include:</p> <ul style="list-style-type: none"> Physical projects/pictures Assignment dates <p>Person Responsible: Patricia Murray</p>
Provide student incentives for academic achievement and good behavior in social studies classrooms.	Guidance Counselor/June Bullion, Dept. Chair/Patricia Murray	8/14/2008	<p>Research shows that strong rewards program support from school personnel raises average annual student reading gains to five percentile points. Continuous or near-continuous reinforcement of student conduct improves annual student reading a full six percentile points.</p> <p>Documentation will include:</p> <ul style="list-style-type: none"> Standards-Based End of the Unit Social Studies Assessment results (Patricia Murray/Julia Cain) Nine Week Report Cards (June Bullion) Discipline Reports (Robin Grooms) Day trip for all students who score 70% on an average of two out of three benchmarks. (Lawrence Dease/Janette Williams)
All Social Studies teachers will participate in content area professional development on writing Standards-based End of the Unit Assessments, implementation of Bloom's Revised Taxonomy to ensure rigor in teaching the standards, analyzing student assessment data, and writing standards-based lesson plans.	Principal/Diane Grant	8/14/2008	<p>In order to enhance classroom rigor, teachers will be encourage to implement Blooms Taxonomy to improve student achievement.</p> <p>Documentation will include the following:</p> <ul style="list-style-type: none"> Completion of student assessment result data sheets (Patricia Murray/ Julia Cain) Assessments and Benchmarks aligned to Flanagan and Anderson 5 pacing guides (Patricia Murray/ Julia Cain) Lesson Plans will be reviewed weekly for rigor and subject-specific standard-based instructional strategies to implement in the classroom and immediate feedback will be given. (Von-Senia Tart, Sarah Woods, and Mahilda Douglas)

Continued implementation of Anderson Five Curriculum.	Principal/Diane Grant	8/14/2008	<p>Anderson V Curriculum will be used to enhance student achievement.</p> <p>Documentation will include the following:</p> <ul style="list-style-type: none"> • Lesson Plans (Social Studies Career Teachers, TAP Master and Mentor Teachers/Von Senia Tart/Sarah Woods/Mahilda Douglas) • Anderson V walk-through sheet (Administrators)
Implementation of key classroom strategies that will help teachers to identify appropriate standards to “spotlight” and ensure rigor based on Bloom’s Revised Taxonomy, and use assessment to guide and differentiate instruction.	Principal/Diane Grant	8/14/2008	<p>Key classroom strategies, assessment and data will be used to drive instruction and enhance student achievement.</p> <p>Documentation will include the following:</p> <ul style="list-style-type: none"> • Completion of student assessment result data sheets (Patricia Murray/Department Chairperson) • Assessments and Benchmarks aligned to Flanagan and Anderson 5 pacing guides (Patricia Murray/Department Chairperson, Julia Cain/Curriculum Facilitator) • Lesson Plans will be reviewed weekly for rigor and subject-specific standard-based instructional strategies to implement in the classroom and immediate feedback will be given. (Von-Senia Tart, Sarah Woods, and Mahilda Douglas)

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal’s Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 1: By April 1, 2009, 100% of the professional staff will analyze student data and use it to support instruction and the successful implementation of the FSRP goals as measured by the following FSRP student achievement goals:

- **BMS will achieve a 20% net increase in performance levels in Reading from Fall 2008 to Spring 2009 as determined by the NWEA's MAP/PACT alignment charts for grades 6-8.**
- **By April 1, 2009, using Six + 1 Traits of Writing Rubric, 70% of the students will score an average of 18 out of 30 points from three benchmark writing prompt assessments in grades 6-8.**
- **BMS will achieve a 20% net increase in performance levels in math from Fall 2008 to Spring 2009 as determined by the NWEA's MAP/PACT alignment charts for grades 6-8.**
- **At least 51% of the students in science will achieve an average score of 70% on Benchmarks I, II, and III for grades 6-8.**
- **At Least 51% of the students in social studies will achieve an average score of 70% on Benchmarks I, II, and III for grades 6-8.**

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Provide professional development training on analyzing student data and how to use it to support instruction.	Principal/Diane Grant, Assistant Principal/Eddie Whack, Assistant Principal/William Jorgensen	8/2008	School Administrators and teachers will examine and disaggregate school data (MAP, EOC, Report Cards, STAR Reading, STAR Math, Accelerated Reading, and Accelerated Math) monthly to help design and plan instruction. Documentation will include: <ul style="list-style-type: none"> • Agendas • Sign-in Sheets • Materials and resources provided by trainer Documentation will be checked monthly by Gretchen Carlson, Julia Cain, Diane Grant (principal), and Lawrence Dease.
Teachers will use disaggregated data to form flexible groups and to differentiate instruction.	Principal/Diane Grant, Assistant Principal/Eddie Whack, Assistant Principal/William Jorgensen, District Testing Coordinator/ Dr. Beverly Gurley	9/2008	Teachers will analyze student data to plan and implement differentiation of instruction and whole class groups in order to improve student achievement. Documentation will include: <ul style="list-style-type: none"> • Student rosters showing grouping based on RIT Band Data. (Diane Grant, Eddie Whack, and William Jorgensen).

Provide NWEA MAP Training for all teachers.	Principal/Diane Grant, Assistant Principal/Eddie Whack, Assistant Principal/William Jorgensen	9/2008	<p>ELA and math teachers will complete a disaggregation data form and flexible group rosters to help with RIT band groups for each class in order to enhance student achievement.</p> <p>Documentation will include:</p> <ul style="list-style-type: none"> • All teachers will have student MAP data as information to help with planning instructional practices in their classrooms. • Lesson plans will be checked weekly for RIT band groups/flexible groups and differentiation on instruction Von-Senia Tart, Sarah Woods, Mahilda Douglas, and Julia Cain.
Meet with the Focus School Leadership Team monthly to analyze student achievement data as it relates to student achievement and the FSRP.	Principal/Diane Grant, Assistant Principal/Eddie Whack, Assistant Principal/William Jorgensen	9/2008	<p>FSRP Leadership Team will meet monthly to disaggregate data, interpret data, and determine the effectiveness of instruction in order to improve student achievement.</p> <p>Documentation will include:</p> <ul style="list-style-type: none"> • Agendas (Mrs. Grant/principal) • Minutes (Mrs. Cain/Curriculum Facilitator) • Sign-in Sheets (Mrs. Grant/principal & Mrs. Cain)
Meet bi-monthly with Grade Level Chairs, Department Chairs, Curriculum Coordinator, Math Facilitator, and TAP Master and Mentor Teachers School Leadership Team to analyze/review student achievement data as it relates to and the FSRP.	Principal/Diane Grant, Assistant Principal/Eddie Whack, Assistant Principal/William Jorgensen	9/2008	<p>School Leadership Team will meet bi-monthly to analyze and review data for the effectiveness of instruction to impact student achievement.</p> <p>Documentation will include:</p> <ul style="list-style-type: none"> • Agendas (Mrs. Grant/principal) • Minutes (Mrs. Cain/Curriculum Facilitator) • Sign-in Sheets (Mrs. Grant/principal & Mrs. Cain)

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 2: By April 1, 2009, 100% of the professional staff will participate in school-wide and content area professional development to ensure monitoring and attainment of the FSRP goals as measured by the following FSRP student achievement goals:

- **BMS will achieve a 20% net increase in performance levels in Reading from Fall 2008 to Spring 2009 as determined by the NWEA's MAP/PACT alignment charts for grades 6-8.**
- **By April 1, 2009, using Six + 1 Traits of Writing Rubric, 70% of the students will score an average of 18 out of 30 points from three benchmark writing prompt assessments in grades 6-8.**
- **BMS will achieve a 20% net increase in performance levels in math from Fall 2008 to Spring 2009 as determined by the NWEA's MAP/PACT alignment charts for grades 6-8.**
- **At least 51% of the students in science will achieve an average score of 70% on Benchmarks I, II, and III for grades 6-8.**
- **At Least 51% of the students in social studies will achieve an average score of 70% on Benchmarks I, II, and III for grades 6-8.**

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>(Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)</i>

Three school-wide professional development sessions to improve instruction will be provided by the school curriculum coordinator. The three professional development training sessions will be differentiating instruction, structured cooperative learning, and understanding by design (UBD).	Principal/Diane Grant, Assistant Principal/Eddie Whack, Assistant Principal/William Jorgensen, SCRI Literacy Coach/Juanita Harrington, Math Facilitator/Brenda Dixon, TAP Master Teacher/(Mahilda Douglas, Sarah Woods, and Von Senia Tart)	8/2008	<p>Lesson plans for differentiating instruction, cooperative learning, and strategies from UBD will be checked weekly by Julia Cain, Mahilda Douglas, Sarah Woods, and Von-Senia Tart.</p> <p>Professional Development Attendance Log will be checked by Mrs. Grant (principal).</p>
Each professional staff member will participate in content area related professional development.	Principal/Diane Grant, Assistant Principal/Eddie Whack, Assistant Principal/William Jorgensen, SCRI Literacy Coach/Juanita Harrington, Math Facilitator/Brenda Dixon, Curriculum Facilitator/Julia Cain, Master Teachers/Sarah Woods, Von-Senia Tart, Mahilda Douglas.	8/2008	<p>Collaborative content area teams will meet monthly to discuss content specific issues and receive professional development.</p> <p>Documentation will include the following:</p> <ul style="list-style-type: none"> • 6+1 Writing Traits (Juanita Harrington) • Accelerated Reading Training (Gretchen Carlson) • Accelerated Math Training (Brenda Dixon) • Math Problem Solving Strategies Training (Brenda Dixon) • Social Studies Standards Strategies Training (Julia Cain) • Science Kit Training (Von-Senia Tart) • Reading Strategies (Sarah Woods, Von-Senia Tart, Mahilda Douglas) <p>Documentation will be completed by the Julia Cain with agendas and written minutes.</p> <p>Professional Development Attendance Log will be checked quarterly by Mrs. Grant (principal).</p>

Ensure at least 25 classroom observations per week with timely feedback to the teachers. FSRP Leadership Team will meet monthly to disaggregate data, interpret data, determine the effectiveness of instruction, and plan professional development needs in order to improve student achievement.	Principal/Diane Grant, Assistant Principal/Eddie Whack, Assistant Principal/William Jorgensen, SCRI Literacy Coach/Juanita Harrington, Math Facilitator/Brenda Dixon, TAP Master Teacher/(Mahilda Douglas, Sarah Woods, and Von Senia Tart)	8/2008	<p>In order to ensure that instructional strategies are being effectively used to enhance student achievement.</p> <p>Documentation will include the following:</p> <ul style="list-style-type: none"> Twenty-five weekly Anderson V walk "throughs." (Diane Grant/Principal, Eddie Whack/Assistant Principal, William Jorgensen/Assistant Principal, Julia Cain/Curriculum Facilitator, Brenda Dixon/Math Facilitator.) Teachers will be observed weekly for implementation of lesson plans by Sarah Woods, Mahilda Douglas, and Von-Senia Tart, Mrs. Grant (principal), Mr. Whack (asst. principal), Mr. Jorgensen (asst. principal), and Mrs. Cain Teachers will submit lessons on a weekly basis and a submission report will be checked via computer by Mrs. Grant and Mrs. Cain.
Meet with the TAP Master Teachers weekly to plan and ensure school-wide professional development for teachers.	Principal/Diane Grant, Assistant Principal/Eddie Whack, Assistant Principal/William Jorgensen, TAP Master Teachers/(Mahilda Douglas, Sarah Woods, and Von Senia Tart) Mentor Teachers/(Miranda Griggs, Rona Cue)	8/2008	<p>TAP Leadership Team will meet weekly to disaggregate data, interpret data, determine the effectiveness of instruction, and plan cluster professional development needs in order to improve student achievement.</p> <p>Documentation will include:</p> <ul style="list-style-type: none"> Agenda (Mrs. Grant/Mr. Whack) Minutes (Master and/or Mentor Teachers) Sign-in (Mahilda Douglas) Leadership Team Log (Mr. Whack) Videotaped Meetings (Mrs. Grant)
Meet with TAP master and mentor teachers, technology coach, curriculum coordinator, and math facilitator to plan and ensure content area professional development for teachers.	Principal/Mrs. Diane Grant, Julia Cain/Curriculum Facilitator	8/2008	<p>FSRP Leadership Team will meet monthly to plan professional development needs in order to improve student achievement.</p> <p>Documentation will include:</p> <p>Persons Responsible: Mrs. Grant/principal Assistant Principal/Eddie Whack,</p>

			Assistant Principal/William Jorgensen, SCRI Literacy Coach/Juanita Harrington, Math Facilitator/Brenda Dixon, TAP Master Teachers(Mahilda Douglas, Sarah Woods, and Von Senia Tart), Technology Coach/Lawrence Dease, Julia Cain/Curriculum Facilitator and Gretchen Carlson/Media Specialist
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FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal’s Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 3: By April 1, 2009, develop and implement professional learning communities among grade levels, content areas, and TAP clusters as measured by the following FSRP student achievement goals:

- **BMS will achieve a 20% net increase in performance levels in Reading from Fall 2008 to Spring 2009 as determined by the NWEA’s MAP/PACT alignment charts for grades 6-8.**
- **By April 1, 2009, using Six + 1 Traits of Writing Rubric, 70% of the students will score an average of 18 out of 30 points from three benchmark writing prompt assessments in grades 6-8.**
- **BMS will achieve a 20% net increase in performance levels in math from Fall 2008 to Spring 2009 as determined by the NWEA’s MAP/PACT alignment charts for grades 6-8.**
- **At least 51% of the students in science will achieve an average score of 70% on Benchmarks I, II, and III for grades 6-8.**
- **At Least 51% of the students in social studies will achieve an average score of 70% on Benchmarks I, II, and III for grades 6-8.**

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal’s responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Provide professional development learning communities training for teachers to work collaboratively by grade levels, content areas, and TAP clusters.	Principal/Diane Grant, Assistant Principal/Eddie Whack, TAP Master Teachers (Mahilda Douglas, Sarah Woods, Von Senia Tart), TAP Mentor Teachers/(Miranda Griggs and Rona Cue)	8/2008	Collaborative grade level teams will meet weekly to work on general curriculum, professional development training and support, data analysis, and PBIS on the first, second, third, and fourth week respectively. Documentation will be compiled by Julia

			<p>Cain with written minutes.</p> <p>Collaborative content area teams will meet monthly to discuss content specific issues and receive professional development.</p> <p>Documentation will be done by the Julia Cain with written minutes.</p> <p>TAP weekly cluster meeting will be held to help teachers increase student achievement by providing research-based professional development instructional strategies.</p> <p>Documentation will be compiled by Mrs. Grant/principal:</p> <ul style="list-style-type: none"> • Meeting Records; Sign-in Sheets; Follow-up Observations TAP Master Teachers/(Mahilda Douglas, Sarah Woods, and Von Senia Tart) Mentor Teachers/(Miranda Griggs, Rona Cue)
Provide literature to support professional learning communities for teachers.	Principal/Diane Grant, Assistant Principal/Eddie Whack, Literacy Coach/Juanita Harrington	9/2008	<p>Book study on "<u><i>Closing the Achievement Gap</i></u>" will be implemented to enhance student achievement.</p> <p>Documentation will be include:</p> <ul style="list-style-type: none"> • Sign-in Sheets (Mrs. Grant/principal, Juanita Harrington) • Book Reflections (Teachers/staff)

Create meeting schedule and place for grade levels, content areas, TAP clusters	Principal/ Diane Grant Assistant Principal/Eddie Whack, and Assistant Principal/William Jorgensen	9/2008	To provide teachers and staff an opportunity to work in collaborative learning community in order to impact student achievement. Documentation will include: <ul style="list-style-type: none"> • Meeting Schedule (Mrs. Grant/principal, Mrs. Cain/Curriculum facilitator • Floor Chart with designated room assignments
Begin implementation and monitoring of professional learning communities by grade levels, content areas, and TAP clusters.	Principal/Diane Grant, Assistant Principal/Eddie Whack, TAP Master Teachers (Mahilda Douglas, Sarah Woods, Von Senia Tart), TAP Mentor Teachers/(Miranda Griggs and Rona Cue)	9/2008	Implement and monitor grade level weekly teams meetings to ensure collaboration on general curriculum, professional development training and support, data analysis, and PBIS. Documentation will include: <ul style="list-style-type: none"> • Team meeting minutes (Department & Grade Level chairpersons) • Sign-in Sheets (Department & Grade Level Chairpersons) • Agendas (Department & Grade Level Chairpersons) • Meeting Records; Sign-in Sheets; Follow-up Observations TAP Master Teachers/(Mahilda Douglas, Sarah Woods, and Von Senia Tart) Mentor Teachers/(Miranda Griggs, Rona Cue)
Meet monthly with the Focus School Leadership Team, TAP Master and Mentor Teachers, Curriculum Coordinator, and Math Facilitator to plan and review implementation and monitoring of professional learning communities.	Principal/Diane Grant, Assistant Principal/Eddie Whack, TAP Master Teachers (Mahilda Douglas, Sarah Woods, Von Senia Tart), TAP Mentor Teachers/(Miranda Griggs and Rona Cue)	9/2008	Monthly meetings will be held to ensure that the learning communities are planning and working toward improving student achievement. Documentation will include: <ul style="list-style-type: none"> • Sign-in Sheets (Mrs. Grant/principal) • Agendas (Mrs. Grant/principals)

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 1: Provide the leadership through funding, training, and support to increase ELA achievement in the middle grades as measured from fall to spring administration of MAP so that projected growth requirements are met by April 1, 2009 as measured by the following FSRP student achievement goals:

- **BMS will achieve a 20% net increase in performance levels in Reading from Fall 2008 to Spring 2009 as determined by the NWEA's MAP/PACT alignment charts for grades 6-8.**
- **By April 1, 2009, using Six + 1 Traits of Writing Rubric, 70% of the students will score an average of 18 out of 30 points from three benchmark writing prompt assessments in grades 6-8.**

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Secure district funding, schedule training, and monitor implementation of Reading program for grades 6-8.	Asst. Superintendent Carolyn Williams, principals, and ELA teachers	8/2008	Funding Plan for materials purchases (Carolyn Williams). Training agenda and sign-in logs for training sessions (Carolyn Williams). Documentation of school visits to observe program implementation. (Carolyn Williams).
Continue support and implementation of Corrective Reading as needed in grades 6-8.	Asst. Superintendent Carolyn Williams, principals, teachers, and teaching assistants.	8/2008	Training agendas and sign-up logs for training sessions (Carolyn Williams). Documentation of school visits to observe program implementation and ensure availability of needed materials (Carolyn Williams). Ensure MAP testing is conducted and data analysis is completed. (Diane Grant).
Provide and ensure that each ELA teacher have at least three computers for instructional support of students.	Asst. Superintendent Carolyn Williams, principals,	8/2008	In order to ensure academic achievement, ELA teachers will be provided at least three computers to support Compass Learning and Accelerated Reading Programs.

	teachers, and teaching assistants.		Documentation will include: <ul style="list-style-type: none"> Number of Computers in the classroom (Mrs. Grant/principal and Mr. Dease/Technology Coach).
Provide training for the PBIS (Positive Behavior Intervention and Support) process and implementation and monitoring of PBIS to ensure proper student behavior and classroom management by teachers in grades 6-8.	Asst. Superintendent Carolyn Williams, principals, teachers, and teaching assistants.	8/2008	Students' behavior has a direct impact on student academic achievement therefore PBIS will be implemented in all classrooms. <p>Documentation will include:</p> <ul style="list-style-type: none"> Number of Referrals (Mrs. Mason/District PBIS Coordinator)

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 2: Provide the leadership through funding, training, and support to increase math achievement in the middle grades as measured from fall to spring administration of MAP so that projected growth requirement are met by April 1, 2009 as measured by the following student achievement goals:

- BMS will achieve a 20% net increase in performance levels in math from Fall 2008 to Spring 2009 as determined by the NWEA's MAP/PACT alignment charts for grades 6-8.**

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation
List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.			<i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>

Secure district funding, schedule training, and begin implementation of selected lessons from Connected Math in grades 6-8.	Asst. Superintendent Carolyn Williams, Principal/Diane Grant, Assistant Principal/Eddie Whack, Assistant Principal/William Jorgensen, Brenda Dixon/Math Facilitator	8/2008	<p>Training agendas and sign-in logs for training sessions. (Carolyn Williams)</p> <p>Documentation of school visits to observe program implementation and ensure availability of needed materials for Connected Math (Carolyn Williams)</p> <p>Ensure MAP testing is conducted and data analysis is completed. (Diane Grant/principal)</p>
Secure district funding, schedule training, and monitor implementation of Math program for grades 6-8.	Superintendent Carolyn Williams, Principal/Diane Grant, Assistant Principal/Eddie Whack, Assistant Principal/William Jorgensen	8/2008	<p>Funding Plan for materials purchases (Carolyn Williams).</p> <p>Training agenda and sign-in logs for training sessions (Carolyn Williams).</p> <p>Documentation of school visits to observe program implementation. (Carolyn Williams).</p>
Provide and ensure that each math teacher have at least three computers for instructional support of students.	Superintendent Carolyn Williams, Principal/Diane Grant, Assistant Principal/Eddie Whack, Assistant Principal/William Jorgensen	8/2008	<p>In order to ensure academic achievement, Math teachers will be provided at least three computers to support Compass Learning and Accelerated Math Programs.</p> <p>Documentation will include:</p> <p>Number of Computers in the classroom (Mrs. Grant/principal and Mr. Dease/Technology Coach).</p>
Provide training for the PBIS (Positive Behavior Intervention and Support) process and implementation and monitoring of PBIS to ensure proper student behavior and classroom management by teachers in grades 6-8.	Superintendent Carolyn Williams, Principal/Diane Grant, Assistant Principal/Eddie Whack, Assistant Principal/William Jorgensen,	8/2008	<p>Students' behavior has a direct impact on student academic achievement therefore PBIS will be implemented in all classrooms.</p> <p>Documentation will include:</p> <p>Number of Referrals (Mrs. Mason/District PBIS Coordinator)</p>

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 3: Provide the leadership through funding, training, and support to increase science and social studies achievement in the middle grades as measured by unit assessments administration as measured by the following FSRP student achievement goals:

- **At least 51% of the students in science will achieve an average score of 70% on Benchmarks I, II, and III for grades 6-8.**
- **At Least 51% of the students in social studies will achieve an average score of 70% on Benchmarks I, II, and III for grades 6-8.**

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Secure district funding, schedule training, and monitor implementation of using technology to enhance instructional support for social studies.	Superintendent Carolyn Williams, Principal/Diane Grant, Assistant Principal/Eddie Whack, Assistant Principal/William Jorgensen,	8/2008	Funding Plan for materials purchases (Carolyn Williams). Training agenda and sign-in logs for training sessions (Carolyn Williams). Documentation of school visits to observe program implementation. (Carolyn Williams).
Secure district funding, schedule training, and monitor implementation of using hands-on, minds-on instructional support to enhance the teaching of science.	Asst. Superintendent Carolyn Williams, Principal/Diane Grant, Assistant Principal/Eddie Whack, Assistant Principal/William Jorgensen	8/2008	Funding Plan for materials purchases (Carolyn Williams). Training agenda and sign-in logs for training sessions (Carolyn Williams). Documentation of school visits to observe program implementation. (Carolyn Williams).

Provide training for the PBIS (Positive Behavior Intervention and Support) process and implementation and monitoring of PBIS to ensure proper student behavior and classroom management by teachers in grades 6-8.	Asst. Superintendent/ Carolyn Williams, Principal/Diane Grant, Assistant Principal/Eddie Whack, Assistant Principal/William Jorgensen	8/2008	Students' behavior has a direct impact on student academic achievement therefore PBIS will be implemented in all classrooms. Documentation will include: Number of Referrals (Mrs. Mason/District PBIS Coordinator)
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FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation

Title and Description of Each Program and Initiative Included in the FSRP

Give the title and a brief description of each program or initiative that is included in the FSRP.

Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

- **6 + 1 Traits of Writing** - The 6+1 Traits developed by the Northwest Regional Educational Laboratory (NWREL), is an analytical writing system developed for teachers and students to instruct and assess important components of skillful writing. The traits are voice, ideas, organization, word choice, sentence fluency, conventions, and presentation.
- **Accelerated Reader/Accelerated Math** - Accelerated Reader (AR) and Accelerated Math (AM) is a computerized based program with advanced technology that helps students make essential reading practice more effective for every student, personalize reading practice to each student's current level, manage all reading activities, and assess students' reading with four types of quizzes: Reading Practice, Vocabulary Practice, Literacy Skills, and Textbook Quizzes.
- **Anderson V Curriculum** – A Board approved curriculum as the basis for planning standards-based student lessons. The curriculum for PreK-8 includes activities, resources, unit plans, web sites, and sample test items aligned with South Carolina Curriculum Standards in English/Language Arts, Mathematics, Science, and Social Studies.
- **CODE** – The on-line management system to document the implementation of the Teacher Advancement Program. Cluster meeting records with follow-ups, cluster long range plans, individual growth plans for teacher, leadership team logs, and observations are all recoded in CODE.
- **Compass Learning** - A research-based computerized program which is aligned to state standards and provides engaging activities for students that includes lessons, activities, quizzes, animations, audio, and video instruction. It focus with highly engaging, interactive content that fosters their interest in learning
- **Cooperative Learning** - is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.
- **Corrective Reading** – A core program that uses direct instruction with a scripted presentation approach to help students develop the necessary decoding and comprehension skills they need to become better readers.

- **Curriculum Coordinator** – The Curriculum Coordinator is a teacher leader who supports the implementation of best practices which will result in better performance. Working as part of the leadership team with the building principal, the curriculum coordinator is vital to continuous instructional improvement.
- **Differentiated Instruction** - Differentiated instruction is an approach to teaching essential content in ways that address the varied learning needs of students with the goal of maximizing the possibilities of each learner. It utilizes a variety of strategies to prevent and address academic difficulties. These strategies match a student's learning characteristics to instruction and assessment. It allows students to access the same classroom curriculum by providing entry points, learning tasks, and outcomes that are tailored to students' needs.
- **MAP** – Measures of Academic Progress (MAP) is the assessment program used for pre- and post-testing in 80+ school districts in South Carolina. The Northwest Evaluation Association (NWEA) has aligned the MAP scores (RIT) to PACT scores for grades 3-8 so that the RIT scale can predict success on PACT.
- **National Council of Teachers of Mathematics Navigation Series** – is part of the supplemental resources identified in Anderson Five Curriculum. It is scientifically research-based and proven to encourage and help students engage in interactive situations.
- **School Improvement Fund Grant**- funded initiative to help address the needs of schools in improvement, corrective action, and restructuring in order to improve student achievement. They are to be used to improve student proficiency and increase the number of schools that make adequate yearly progress.
- **South Carolina Reading Initiative State Grant**-funded initiative that helps provides the school with a full time Literacy Coach who assists ELA teachers in learning and implementing research-based strong and effective reading strategies to help students improve reading comprehension.

